

MaFLA Conference – October 27-29, 2011, Sturbridge Host Hotel

Here is a list of Concurrent Sessions Available for the 44th MaFLA Conference. All of the Sessions listed are included in your Regular Registration fee. This is the time schedule for the Sessions:

Friday, October 28

Session A: Opening Session 8:00 – 8:45 (Keynote: Lisa Lilley, ACTFL Teacher of the Year, 2010)

Session B: 9:15 – 10:30

Session C: 11:15 – 12:30

Session D: 12:45 – 2:00

Session E: 2:15 – 3:30

Session F: 4:15 – 5:30

Saturday, October 29

Session G: 8:45 – 10:00

Session H: 10:15 – 11:30

Session J: 11:45 – 1:00



ROOM	Presenter	Lang	Affiliation	Title	Session Description
BC	<p><i>Brimfield</i></p> <p><i>Nicole Sherf, Salem State University, Moderator Panel:</i></p> <p><i>Tim Eagan, Wellesley Schools, Kevan Sano, Hamilton Wenham Regional Schools, Joyce Beckwith, Wilmington Schools, Terry Caccavale, Holliston Schools, Charlotte Gifford, Greenfield Community College, Jane Rizzatano, Brockton</i></p>	ALL	Foreign Language Administrators	Languages Connect the World and Chairs Connect Departments	<p>Are you a department chair or are you considering becoming one? Or are you an active department member who is interested in ideas to bring back to your department? A panel of experts will address issues to strengthen the profession from the inside. Topics of professional development, articulation, language choice, target language use, curriculum development and assessment will be addressed. A handout with useful resources will be provided.</p> <p>This session is open to everyone No Pre-Registration required</p>

		<i>Schools</i>				
B	Executive 1	<i>Veronica Darer</i>	SP	Wellesley College	<i>Mi vida en todos los tiempos: Connecting Language and Life Stories.</i>	In this session, participants will have the opportunity to compose their life story through a step-by-step, hands on, interactive experience. Through this experience, they will learn to guide students to a deeper and broader understanding of multiple verb tenses by using them to narrate their life story. The session includes the use of music and art to create unique lifelines. Handouts detailing the activities and lifeline samples created by actual students will be available. In Spanish and English.
B	Seminar 2	<i>Dawn McNally Shannon Kirshenbaum</i>	ALL	Hopkinton Middle School	Get Connected with Technology!	Participants will be introduced to using technology such as Glogs and Voicethreads effectively in the foreign language classroom. Information presented will include giving an overview of different programs and sharing samples. Participants are encouraged to bring a computer.
B	Charlton	<i>Ana R. -Passalacqua</i>	SP	SPS Springfield Public Schools, MA	<i>El feminismo en la poesía latinoamericana</i>	This session provides participants the opportunity to familiarize themselves with the historical background of feminism in Latin American literature. Participants will examine many of the myths, conventionalisms, protocols and values that have contributed to the discrimination of women in Latin America and lead to the struggle of women for social-political justice. Various samples of feminist poetry of well recognized Latin American poets, like Sor Juan Inés de la Cruz, Julia de Burgos, Alfonsina Storni, Olga Nolla and Juan Ibarbouru will be analyzed in detail. In Spanish.
C	Executive 1	<i>Giovanna De Appolonia Mira Angrist</i>	ALL	Boston University	Playing with the Language: Warm-up Activities and Games for Teaching	Who doesn't like to play? The use of games as warm-up or wrap-up activities at all skill levels encourages students to think in the target language. When employed strategically, they are also tools for the teacher to assess where students are in terms of ability and comfort level. Moreover, they provide an easy context for corrections and explanations. In this session, presenters will illustrate

						specific cases of in-class playing. They will invite participants to test activities and games, and develop new models to implement in their classrooms.
C	Seminar 2	<i>Cynthia Dench-Irish</i>	SP	Wilmington Middle School, Wilmington, MA	<i>Mariposas Monarcas de México</i>	This session addresses the miracle of the Monarch butterflies that travel each year from the mountains of Mexico, through the U.S.A. and to southern Canada with some emphasis on the artistic, cultural and ecological influence of the butterflies on these countries. Participants will be oriented to the journey of the butterflies and their life cycle and class activities will be provided. In Spanish.
C	Dudley	<i>Nancy Mangari</i>	ALL	Springfield Public Schools	Kids Say the Darndest Things: Come Hear What They're Saying	This session will provide a unique opportunity to peek inside an elementary language classroom. Springfield Public School elementary students and their teacher will demonstrate effective and engaging practices which support meaningful language acquisition.
C	Seminar 1	<i>Fátima Serra</i> <i>Mary Giordano</i> <i>Katie Lyons</i> <i>Alison Carignan</i> <i>Benjamin Gerson</i>	SP	Salem State University Everett Public Schools Danvers Public Schools Winchester High	Oral Proficiency and Culture in the Spanish Classroom	The presentations will focus on how to use authentic resources to engage students when studying culture and diversity in the Spanish Speaking World. It will also provide strategies to increase oral proficiency in the foreign language classroom through the use of games/activities, motivation, and expectations. The presentation is a summary of the capstone project for the MAT in Spanish at Salem State University. In Spanish.
C	Board 3	<i>Julia Wildfong</i>	ALL	Massachusetts Academy of Math and Science at WPI	Connecting and Assessing with Student-Made Podcasts	In this session, teachers will learn a new way of connecting with and authentically assessing students through podcasting and digital story telling. The presentation will feature the free audio mixing program, Audacity®. This session is applicable to any language teacher or administrator. A teacher made video tutorial will be available for reinforcement or review. There will also be a short interactive lesson to help participants feel

						more comfortable using the program.
				wildfong@wpi.edu http://www.sceencast.com/t/H4jbSEV45clk		
C	Charlton	<i>Carole Bergin</i>	FR	Harvard University	<i>Haïti, l'autre pays voisin où on parle français</i>	Haïti is a wonderful source for different types of materials in the French language class. Haïti's literature, history, environment, social and political life, art, music and food are excellent topics for language practice. The country presents a very different francophone view, applicable to several language levels, often with opportunities for interdisciplinary activities and critical thinking. Since Boston also houses the third largest Haïtian immigrant population in the US, we are able to benefit from guest speakers, cultural events and local restaurants and bakeries to reinforce and illustrate our teaching. Finally, getting our students actively involved in the local Haïtian community will not only allow them to volunteer in different fields, but will also expose the students directly to the Haïtian culture. presentation of different materials, discussion of use in classroom at different language levels. In French.
D	Heritage Tavern	<i>Cristina Pausini</i> <i>Daniela Bartalesi-Graf</i>	IT	Tufts University Wellesley College	Connecting to the World Through Digital Story Telling	Storytelling is an ancient art in every language and culture around the world. With the help of modern technology, storytelling has become a digital experience, one that combines oral tradition and images captured by and stored on a computer. Digital story telling is a powerful and gratifying experience for both teachers and learners, and can be successfully employed in the language classroom: students become active learners as they work through several stages towards a well defined objective. This session will focus on how to prepare, sequence, and structure a digital story telling project in Italian using Voicethread, a free web application. In Italian.
D	Cheshire	<i>Richard Ladd</i>	ALL	Ipswich High	Tools for Connecting to	Help your students connect to the world with a variety of

				School	the World	tools. This three-part presentation will demonstrate easily adaptable tools that teachers can bring to their classrooms to have students talking, learning and communicating. A second set of tools will show how teachers can bring authentic materials within reach of all students. The third set of tools will show teachers simple uses of Web 2.0 tools (and you don't need to know the term) that your students will love, will get them to connect to the world and will organize your tasks.
D	Danforth	<i>Rebecca Blouwoff Min Zhou J.J. Kelleher</i>	ALL	Wellesley Middle School	Test Less, Teach More: A Busy Teacher's Guide	<p>Heard of formative assessment? Here's a chance to learn more about: what your students already know, what they need to know, and how YOU can get them there...without loads of tests and compositions to grade! In this interactive session, you'll hear a bit about formative assessment and its benefits, learn how you are already using it in your classroom, and rework your current assessment practices to improve student outcomes and lighten your grading load.</p> <p>rebecca_blouwoff@wellesley.k12.ma.us</p>
D	Heritage Tavern	<i>Rita DiCarlo</i>	IT	Medford Public Schools	Swap Session	Participants are asked to bring twenty copies of a lesson plan which was successful for them, and take a few minutes to present it to the group. Each participant will walk away with new ideas and some ready made lesson plans that can be implemented right away. In Italian.
D	Brimfield	<i>Kristine Doll Jennifer Quigley Alba Santana</i>	SP	Salem State University	<i>Enlazándose con otros: perspectivas nuevas en la enseñanza del español</i>	Recent research in the fields of culture, language acquisition and technology is presented and discussed with specific lesson plans offered for analysis and direct classroom application. Major themes include teaching tolerance, promoting access to foreign language instruction and the use of innovative assessment strategies. Presenters will offer findings and invite participants to explore the possible inclusion of themes and materials in their own curriculum.
D	Sturbridge	<i>Kathleen Epaul</i>	FR	Longmeadow High	TV5 and Radio France in	This session will focus on how to implement these two

		<i>Nancy Duffy</i>		School	the Classroom	websites into the French classroom from beginning French through Advanced Placement. Presenters will demonstrate how they have been using these broadcasts and language activities in their classes. In this session participants will have the opportunity to try out some of the many options offered by these websites including both written and live activities. Participants will leave with aknowledge of how to access and download follow up activities for these sites. Having a laptop for this workshop is beneficial, but not necessary.
D	Executive 1	<i>Marisol Fernandez-Garcia</i> <i>José Ignacio Alvarez-Fernandez</i>	SP	Emmanuel College	Grammar in Context: Using Songs in the Spanish Classroom	This session will describe how activities based on Spanish songs from the last few decades can be developed and used to facilitate the learning of grammar in a creative and enjoyable way. Participants will be able to experience and analyze activities based on sample songs that illustrate how a specific grammar point/structure is used in context to tell a story or describe a situation while expressing emotions, opinions and desires. Participants will learn about key factors in selecting songs and in designing and implementing activities that reinforce the learning of the form and meaning of grammar. In Spanish.
D	Webster	<i>Kristin Gillette</i>	GR	Westford Academy	Beyond the Wiki: On-Line Resources to Enhance German Instruction	The myriad of on-line resources can really enhance foreign language instruction, and there are many available for German teachers. During this session, we will explore on-line presentation sites, resources for learning, and ways to integrate technology into all aspects of teaching German, all free, and available to anyone with an internet connection. To best experience all the session has to offer, please bring a wifi enabled laptop.
D	Board 1	<i>Nicholas Huckle</i>	ALL	Boston University	Things to Do with Strings and Lists	This presentation will demonstrate a technique for language acquisition, practice, and testing using lists and strings of words which has been used successfully for a

						number of years at Boston University. Examples in a variety of languages will be shown both on paper and via the computer program, Flash. Attention will be given to the form of the lists as well as to the language used (e.g. whether or not it is authentic, the value of humor), and there will be a theoretical discussion on the benefits of this sort of practice for the development of fluency and accuracy. After being introduced to examples, participants will design materials in the languages they teach.
D	Oxford	<i>Mei-Ju Hwang Katherine Chang Nancy Mangari</i>	CH	Springfield Public Schools	Springfield's StarTalk Chinese Summer Immersion Program: A Successful Urban Model	A team from the Springfield Public Schools will share highlights from their 3-year Star Talk Elementary Immersion Summer Program focusing on the use of the Chinese language as a vehicle to improve students' math skills. Attendees will leave with ideas that can be generalized across languages to enhance their district programs.
D	Charlton	<i>Richard Monahan</i>	FR	Wachusett Regional High School	The Use of Videos With Native Speakers in the Classroom	Video recordings of interviews conducted in France in the summer of 2010 will be presented and the value of these video to the French III curriculum will be demonstrated. The presenter will review the process of preparing the interview questions and the use of the Flip camera and will show the utility of the VLN format for FL instruction. In French.
D	Seminar 2	<i>Emil Penarubia</i>	LAT	Boston College	Across the Mediterranean: Roman North Africa	This session will focus on the teaching of Altin through the lens of Roman North Africa. It will include artifacts from Carthage and museums in both Tunisia and Libya. A visit to the site of Leptis Magna near Tripoli will demonstrate the Roman reach of culture into the hometown of Septimius Severus. This presentation was based on by a summer excursion to Roman North Africa with the assistance of the Elaine Batting Memorial Scholarship. This session will provide an ideal way for teachers of the Classical world to present another view of

						Roman expansion and the spread of their culture throughout the Mediterranean world.
D	Brookfield	<i>Kenneth Reeds</i>	SP	Salem State University	Cartoons and Art: Linking Language Students to a Larger World	In the interest of using language to help students see the link between their perspectives and the larger world, this two-part session confronts the heterogeneous reality of today's Spanish-language classroom where too often students of diverse backgrounds meet without meeting. Part one is a discussion of employing cartoons to bring students to realizations about the nature of stereotypes in their lives and the larger world. Part two uses the writing of Gabriel García Márquez as an example of charging students' critical capacity by exploring how fiction, painting, and art in general can be used to elucidate our world's marginalized voices. In Spanish.
		kreeds@salemstate.edu http://www.kennethreeds.com/mafla-2011-presentation.html				
D	Seminar 1	<i>Maureen Senn-McNally</i>	ALL	South Hadley Public Schools	New Ideas for Integrating Visual Art in the Language Curriculum	This presentation will have four focus sections. The first focus will be presenting artists and art work that support the often theme-based approach to language instruction (units, chapters, vocabulary, etc.)The second focus will be collaboration with art instructors. Language educators often find themselves in the position of asking something of the art instructor. I will present some of the frameworks for Visual Art and suggest opportunities where curriculum could intersect, making the language teacher more of a collaborative partner with an art teacher. The third focus will be a survey of some contemporary artists working in Spanish, German, or French speaking countries. The fourth focus will be an assessment tuning for creative projects. Many non-art educators struggle with how to assess the posters and creative projects their students submit. I will provide some rubrics and a sense of what to expect at each developmental level.

D	Southbridge	<i>James Wildman</i> <i>Dr. Adina Alexandru</i>	ALL	Glastonbury Public Schools Southington Public Schools	Do You Have the Latest Free Technology in Your Classroom?	The presenter will demonstrate through the use of visuals free online resources that can successfully help teachers develop and assess their students' essential communicative skills needed in the 21 st century while fostering their creativity and feeding their imagination with the latest free technology that exists on the web.
E	Dudley	<i>Terresa Pietro</i>	SP	Wilmington High School	Passport to the Spanish-Speaking World	So much culture in the Spanish-speaking world, so little time... With over twenty Spanish-speaking countries, each with its own art, music, food, natural wonders, and peoples, it is easy to get overwhelmed by what to choose to teach students and how to squeeze it into a single course. This session will introduce participants to a year-long project-based exploration of the Spanish-speaking world in which students will become cultural experts on a particular country and will “travel” to their classmates’ countries to exchange and connect the knowledge each has discovered. Participants in the session will have the chance to role-play some of the activities related to the project, will receive descriptions and rubrics for each component, and will brainstorm how they can adapt the project to their own classrooms. In Spanish.
E	Oxford	<i>Kathleen Wang</i> <i>Fen Fan</i> <i>Yuchen Chung</i> <i>Hsiu-Wen Hsieh</i>	CH	Pioneer Valley Chinese Immersion Charter School	Creating Chinese Thematic Units to Improve Proficiency: Examples from Immersion	Participants will learn about the process of creating content-based Chinese thematic units from examples used in a K-8 Chinese immersion school. Participants will learn practical approaches to curriculum design and see how thematic units used in immersion can increase students’ Chinese proficiency and cultural understanding. Participants will see examples from elementary and middle school grades so participants can see the progression of content and language proficiency. This session will use hands-on, interactive activities and give participants practical skills to incorporate into their own curriculum. In Chinese and English.
E	Seminar 1	<i>Catherine Ritz</i>	ALL	Melrose High	Speak and Share On-Line	This session will focus on FREE on-line resources that

				School		allow your students to speak on-line and share what they create with you, their classmates, and the world. By using websites such as Voki, EVoca, YouTube, Glogster, and GoAnimate, you can create interactive speaking assignments which can all be embedded for free on WikiSpaces. We will discuss a variety of resources with specific examples of effective ways to incorporate them into your lessons, all with the goal of increasing communication in ways that are fun and engaging. This session is for teachers of any spoken language.
E	Webster	Iris Bork-Goldfield	GR	Wesleyan University	Digital Story Telling: Bringing Students' Culture into the Classroom	This presentation illustrates how Intermediate German students at Wesleyan University brought their hometown into the language classroom and created an engaging multicultural environment that enhanced students' writing, speaking, and listening skills. The presenter will explain: the varied steps students had to take to create their presentations and; how to use Apple iMovie, a digital video-editing software package to create "movies" by using digital still photos and synchronizing audio narration to them. Students' "movies" will demonstrate the effect of this project. This teaching unit can easily be adapted to other languages.
E	Brookfield	Pedro Carrasquillo	SP	Wellesley High School	¿You Want a Little Salsa With That?	Making poetry meaningful and interesting for students of Spanish can be challenging. This session will explore how <i>salsa</i> music can be used to discuss poetry in a meaningful and socially poignant context. In Spanish.
E	Heritage Tavern	Maria Teresa Figueroa Andrea Tringali	IT	Everett High School President of MITA	Cominciamo parlando!	This session will present activities and strategies to develop, encourage, sustain and practice the speaking skills of students. In Italian.
B	Seminar 1	Alison Gould	SP	Weston Middle School	Exploring Identity Through Mexican Culture	1. Content: Mexican art, culture, and literature 2. Method: Present an example of each, and show how it can be taught to Level 1 and 2 Spanish students; both in terms of the concept, and with a lesson plan 3. Benefits: Participants will learn about aspects of Mexican culture

						that they can apply to the classroom, and leave with both lesson plans for this presentation as well as other topics uncovered by the NEH website goulda@weston.org www.alisongould.com
E	Southbridge	<i>Sandra Noack</i>	ALL	Joyce Middle School	Integrating Technology in a Second Language Classroom	This session will address Action Research on Integrating Technology in the Second Language classroom and will present the different free web 2.0 tools used to enhance the language learning of Spanish through videos, a PowerPoint Presentation and student samples. Participants will learn how to integrate easy and free web 2.0 tools to connect their classes with the world.
E	Seminar 2	<i>Klara Sands</i>	LAT	Wayland Middle School	Interactive White Board Activities for the Beginner Latin classroom	This presentation will make the Interactive Board accessible to the language teacher and student. To understand how this technological tool helps with the instruction of Latin, attendees will participate in an introductory game; mid-lesson, individual translation work; and an end-of-the-unit review. The audience will learn by doing. Discussion will follow. Participants will walk away with “how-to” handouts, sample games posted on a website, and enough experience to try the new technology.
E	Sturbridge	<i>Samantha André</i>	FR	Education Attaché, French Cultural Services, Boston	Resources For French Teachers	Calling all French Teachers! In this session, participants will learn about all the online programs, cultural units, scholarships and contests which the French Cultural Services offer. Many handouts and realia for your classrooms will be distributed. In French.
E	Board 3	<i>Nicole Sherf</i> <i>Daniel Bouvier</i>	ALL	Salem State University Monument Mountain Regional High School	Advocacy Tools for Developing and Maintaining Elementary Foreign Language Programming	Do you have an elementary foreign language program that you are defending or have you been trying to drum up interest for one in your district? Every district is different, but the advocacy efforts can be very similar. Presenters will provide a step-by-step action plan with tons of research and resources.

F	Sturbridge	<i>Elizabeth Blood</i>	FR	Salem State University	<i>Le Québec aujourd'hui: identité, diversité, fierté</i>	Participants will explore unique features of the culture of Quebec today, focusing on the themes of identity, diversity, and cultural and linguistic pride. A variety of materials (songs, art, photos, film clips, news articles, and demographic data) will allow participants to develop a deeper understanding of Quebecois language and culture.
F	Brookfield	<i>Jon Aske</i>	SP	Salem State University	Using Songs to Learn Spanish: Some Recommendations	Like languages, music also connects the world. Students enjoy music and songs can be an excellent motivator and learning instrument for Spanish language learners. Students can listen to songs many times without being bored. There are thousands of songs now available on YouTube. However, one must follow some guidelines to be successful, such as finding songs that students will actually like, choosing songs with level- and language-appropriate lyrics, downloading them for easy classroom use, and helping students understand the meaning and the culture behind them. Participants will receive a handout with lyrics, links, and instructions for downloading YouTube videos. In Spanish.
F	Seminar 2	<i>Nancy Antonellis</i>	LAT	Brockton High School	In the Footsteps of Vergil	The session will emphasize the value of travelling to Italy and collaborating with other teachers in sharing best practices for introducing authentic authors such as Vergil well before senior year. It will include lots of visuals from a Vergil training this summer in Italy, along with connections to the epic poem the <u>Aeneid</u> , and lesson handouts for teachers to take with them.
F	Oxford	<i>Qiuting Cen Beimei Long</i>	CH	Josiah Quincy Elementary school	Integrating Literacy into Chinese Language Curriculum racy Ski	This session will demonstrate how to integrate knowledge from other core courses to the foreign language curriculum. It will include practical classroom techniques that can be adopted to enhance any foreign language course. In Chinese.
F	Webster	<i>J. Douglas Guy</i>	GR	Beverly H.S. and Northern Essex	A.P. German Swap Shop	The radical redesign of the 2011-2012 A.P. German Exam presents teachers with a daunting set of new challenges.

		<i>Susan Adams</i>		Community College Concord Academy		While still testing students on a set of active language skills, now expanded to include audio, visual and audiovisual interpretive communication, teachers must organize instruction around six specific topic areas-- global challenges, science and technology, contemporary life, personal and public identities, families and communities and beauty and aesthetics--using authentic non-literary texts and audiovisual source material for which there are no specific textbooks. This swap shop is an opportunity for German teachers to bring multiple copies of a successful instructional unit or an authentic text, briefly present the material to other attendees and get copies of their materials in return. A further goal will be to create an online <i>Arbeitsgruppe</i> to air questions and continue the exchange of units and instructional tips. In German and English.
F	Danforth	<i>Michael Joyce</i>	ALL	Westford Academy	Ready! Set! Speak! Warm-Up Activities You Can Use Tomorrow	I will do almost anything to get my students to talk. To this end, over the years, I have amassed fun, funny, creative, and real warm-up situations to engage students the minute they walk in the door. Let's share some and get connected!
F	Southbridge	<i>Leticia Meza-Riedewald</i> <i>Dr. Roberto Rey-Agudo</i>	ALL	Boston University	Using Web-based Voice-Recording in Language Instruction	Looking to expand your tech repertoire while maximizing your students' opportunities for oral practice and interaction? Join us to learn how to incorporate free, web-based voice-recording resources in your courses. We will demonstrate how to use and integrate voice-recording with course management sites like Blackboard. We will share why and how we added voice-recording in college-level Spanish classes. Using demonstration, group discussion, sample exercises and web-sites, participants will explore the many possibilities of voice-recording, from pronunciation and discussion to role-plays or testing. Examples in Spanish, applicable to all languages and levels.

F	Heritage Tavern	<i>Antonella Piemontese</i>	IT	Culinary Institute of America	<i>C'era una volta un esame...: A Visual Approach to Test-Taking</i>	This Session demonstrates a successful, non-traditional way of testing foreign languages. It entails the use of PowerPoint with images that are projected to the entire class. Students are then asked to select the correct response from multiple possible answers. This assessment tool is used at all levels of language learning and has been highly effective with students particularly at the lower levels. Students actually look forward to taking this type of exam! Participants in this session will have the opportunity to view several exams and put one together to use as they go back to the classroom. In Italian.
F	Dudley	<i>Anna Rocca Lisa DiNanno Richard Strager</i>	FR IT	Salem State University	Language as Music/Music as Language	This session will present teaching strategies for French and Italian language and culture using music to connect with students. Songs are multifaceted instruments that allow students to transcend cultural and linguistic barriers; simultaneously engage them in reading, writing and listening activities; help develop new vocabulary and practice grammar structures; and enhance critical thinking, cultural self-expression and creativity. Ideally songs inspire an interest in translation and mutual understanding and cooperation as well. Participants will learn how to use music in context by using relatable and engaging activities.
F	Executive 1	<i>Jada Williams Katherine De Lima</i>	ALL	Wayland Middle School	Creating Fun and Effective Listening and Speaking Tasks	This session will address the creation of listening and speaking tasks within a context that require learners to: negotiate meaning, focus on form (with an emphasis on scaffolding and differentiating) and produce output in a communicative context. Participants will be asked to brainstorm ideas on how to improve and create listening and speaking tasks at their learners' levels.
G	Board 3	<i>Jane Rizzitano Monica Goncalves</i>	FR	Brockton Public Schools Brocton High	Medical Interpretation for Your Heritage Language Learners	This session will present a unique option for high school heritage language learners that is practical, validates both or all of their languages spoken and will enable

				School		them to pursue a profession upon graduation. The method of presentation will include description, interactive practice role plays as well as a question and answer period.
G	Board 1	<i>Nicole Sherf</i> <i>Kathy Lopez Natale</i>	ALL	Salem State College MaFLA Past President	Negotiating the Licensure Process	The licensure process in Massachusetts is not easy to negotiate. What qualifies you for a license and relicensure? What kind of graduate study do you need and where can you find appropriate programs? The presenters will outline the process and answer questions that the attendees bring to the session.
G	Seminar 1	<i>Mariastella Cocchiara</i>	IT	Melrose Public Schools	Postcards from Italy	While trotting around the globe, sending a postcard is a familiar activity for all. It is simple and yet complex. It requires synthesizing language to communicate physical and mental state, and description of activities as well as surroundings. This session will demonstrate how students can research geographical data, learn cultural information, use creativity in designing postcards, write a short message in the target language, learn lexicon-related to correspondence, present information orally, analyze language through writing and peer-editing.
G	Seminar 2	<i>Brenda Cook</i>	LAT	Brockton High School	The Docta Puella and the 19th Century Female Writer	This session will look at similarities and uniqueness of both and, in particular, will address how classical education played a role in the formation of Victorian writing. Several classroom activities that encourage creative writing will be shared.
G	Brookfield	<i>Carolina Gómez - Kramer</i> <i>Cristina Carrion</i> <i>Murphy</i>	SP	Buckingham Browne & Nichols	Teaching Spanish Through Music, Movement and Puppets	During this session, Spanish teachers will explore how music can be used to create a safe environment for young learners as well as creating routines and transitions in the foreign language classroom. Teachers will also explore how puppets can be introduced in teaching Spanish in a dynamic way. Teachers will write their own songs/stories and create puppets that will go along with their creations. During the session, teachers will play, sing, dance and enjoy puppet shows together!

						At the end of the session, participants will have a collection of ideas and ready-to-use lessons to share with students. In Spanish.
G	Southbridge	<i>Catherine Ritz</i>	ALL	Arlington Public Schools	Twitter for Professional Development	Twitter isn't just for superstars and teenagers. It is a powerful professional development tool that allows you to connect with likeminded foreign language teachers around the world. In this session, we will discuss the rationale for using Twitter, understand how it works, and then you will set up your own Twitter account and begin tweeting! You will be amazed at the quality and quantity of shared resources that become available to you, and the support fellow Twitters give each other!
G	Charlton	<i>Sara Sansoucy</i>	SP	Hamilton-Wenham Regional High School	Connecting Upperclassmen to the Spanish Language Curriculum Through Authentic Film	Connect with your upperclassmen through Spanish language film! This session will showcase an exciting curriculum centered upon authentic Latin American films that will encourage student retention in Spanish classes throughout junior and senior years of high school. The course, entitled, Hispanic Cinema, is based on four principal themes: History and Politics of the Spanish-Speaking World, Prominent Figures of Latin America, Immigration, and Latinos in the United States. Participants will benefit from this session by seeing a marked increase in the amount of students enrolled in junior and senior Spanish classes. In Spanish.
G	Webster	<i>Sigrit Schütz</i>	GR	Amherst College	Presentation of German Youth Culture in Film and Other Media	Focusing on youth culture is one way of accessing the general culture of the target language since students generally can relate to it more easily. By studying films and youth magazines students will discover similarities and differences. Teachers should be able to transfer the various introduced methods to other topics as well. In German and English.
G	Executive 1	<i>Maureen Senn-McNally</i>	ALL	South Hadley Public Schools	Integrating Drama in the Foreign Language Curriculum	The presenter will provide ideas for simple drama skills to support the language curriculum. She will then present improv exercises that can make vocabulary drills fun and

						active, lesson plans for dramatizing the life of an artist, and scene structures that will lay a foundation for students to write their own scripts for dramatic presentations.
G	Oxford	<i>ChinHuei Yeh</i>	CH	Shrewsbury Sherwood Middle School	10 Useful Web2.0 Tools for Teaching and Learning Chinese	Web2.0 tools have attracted great attention among educators due to their accessibility and efficiency. In this session, the presenter will demonstrate 10 useful Web2.0 tools applied to teaching Chinese. These tools help both students and teachers in listening, writing, speaking and reading. Participants will discover how to use online software, tools, games and language lab to inspire and help students learn Chinese more effectively. In Chinese.
G	Cheshire	<i>Lisa Lilley</i>	ALL	2010 ACTFL Teacher of the Year World Language Department Chair, Central High School , Springfield, Missouri	Power Tools for the Teacher's Toolbox	Move over Craftsman and Black & Decker! Teachers want Power Tools that can really rev up their students! Fill your toolbox with a dozen of Lisa's all-time favorite activities that promote students' communicative competency. We'll also discuss philosophies and approaches to language learning so that teachers can power up these activities to do much more than just flush out a lesson plan. lisalilley10@gmail.com
H	Charlton	<i>Beckie Bray</i>	FR	Lexington High School	A Year in Bouaké: Cultural Experiences Inform Teaching French in America	This presentation will address how teachers can use their experiences overseas within a proficiency-based classroom setting to enhance the cultural context of language learning. The presenter will give a brief background of her experience teaching French to Americans in the Cote d'Ivoire during the recent political struggle, then cite three examples of Ivoirian culture (greetings, food, and dress) to discuss how culture can be used as a basis of learning language. Participants will leave the presentation knowing more about West African culture, how to use culture as a basis for language learning, and how the language of French connects French teachers in the US to natives of the Cote d'Ivoire.

						bray.rebekah@gmail.com
H	Board 1	<i>Phyllis Dragonas</i>	ALL	Melrose Public Schools	Global Awareness Through Cultural Immersion: HS Studies Abroad	This session will describe how a four-week international study abroad high school partnership program which contains an immersion institute with a host family home stay can enhance global awareness, cultural understanding and language proficiency. The immersion institute will show how a balance of structural and experiential learning can increase comprehension and confidence in speaking while home stays with parents and exchange partners of the same age encourage their American counterparts to interact daily with native speakers as they reinforce their oral skills and cultural understanding. Additional integrated learning activities lead to a greater tolerance for cultural differences and similarities.
H	Webster	<i>Gisela Hoecherl-Alden</i> <i>Ulrike Brisson</i>	GR	Boston University Worcester Polytechnic Institute	Migrants, Travelers, and Utopians: Cultural Encounters of the German Kind	Because Germans are world travelers and the country has undergone momentous spatial and cultural transformations, German curricula, which aim to prepare students to function in multicultural societies, increasingly focus on tourism, language for professions, and migration. The session will present examples of literature, music, and film, which highlight utopian constructs of (transnational) citizenship and demonstrate how students learn to analyze whether depictions of exotic cultures within and without national boundaries embrace cultural difference or perpetuate inequality. Teaching materials and hands-on activities promote critical thought about migration and traveling in the context of globalization, and multicultural citizenship here and abroad. In German and English.
H	Southbridge	<i>Kate Kagan</i>	ALL	Russell Sage College	Teaching Languages in 21 st Century: Integrating Technology and Films	One key to effective teaching is to create an environment in which students enjoy learning and gain confidence in their own abilities. Use of technology makes it possible to bring into the classroom a whole range of new

						possibilities. Join us to discuss different strategies to keep our students motivated to learn. We'll share a wide variety of tools such as visuals, games and hands-on grammar, vocabulary and gap activities. Leave with new ideas that you can apply in your classes.
H	Oxford	<i>Shan-Lee Liu</i>	CH	Boston Latin School/Boston Public School	Apply AAPPL into the Everyday Mandarin Chinese Classroom	Applying the pedagogy of the newest foreign language assessment, the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL Project), into the everyday Chinese language classroom is the main focus of this session. The presenter will share the experience of participating in the national AAPPL pilot study earlier this year. Participants will learn how to benefit from this eye-opening and hands-on assessment and get the best out of the existing textbooks, Web pages and curricula. In Chinese and English. sliu@boston.k12.ma.us http://web.mac.com/shanleeliu
H	Executive 1	<i>Francia Martínez</i> <i>Francisco Morales</i>	SP	University of Michigan-Dearborn Graduate Student Michigan State University	PowerPoints with Real Life Sounds to Teach Grammar and Vocabulary	Using visually enriched Power Points with real world sounds from FindSounds.com, this presentation will show grammar (reflexive verbs and more) and vocabulary activities designed to maximize students' participation and interest during Spanish classes. Power Points files will be shared. Leave with fun ideas that you can implement right away. In Spanish.
H	Dudley	<i>Margoth Andy Matteo</i>	SP	East High School Youngstown, OH	Practicing Social Hispanic Etiquette in the Classroom and Celebrating <i>la fiesta de quince años</i>	The presenter will give a detailed description of both Social Hispanic Etiquette and the <i>fiesta de quince años</i> , and her approach to teaching them. In Spanish.
H	Board 3	<i>Dorrie Nang</i>	ALL	Nichols College	Creating an Introductory World Cultures Course	Many world language teachers are being asked to develop a world cultures course. This session will share the curriculum for such a course. This course can be modified according to your needs and resources, and is a dynamic, engaging process that increases enthusiasm for

						language learning and travel. A packet with materials and will be shared with the attendees.
H	Abbingdon	Luisa Piemontese	SP	Southern Connecticut State University	<i>Técnicas de improvisación</i>	This session presents a series of improvisational techniques, exercises, activities, and games, which can be used in conjunction with any text book or method already in use in the Spanish classroom. These activities are designed to encourage students to become more active and enthusiastic in the oral production and communication of Spanish. Participants will be given the opportunity to interact in a series of improvisational games and exercises and also learn to develop and create their own based on basic techniques of "improvisation." In Spanish.
H	Heritage Tavern	Maria Procopio-Demas	IT	Newton North High School	<i>Che altro facciamo con la lettura?</i>	Reading is crucial to language learning. In this session we will read a short story, and look at some activities to develop the reading. We will work together to explore all the possible ways to stimulate student interest and learning through reading. In Italian.
H	Seminar 1	Noah Roseman	SP	Brockton Public Schools	Connecting Little Ideas to the "Big Idea"	Participants will learn ways to get kids speaking the target language and to abandon the need to rely on worksheets. Attendees will leave with meaningful tools and a newly sparked interest to get their students speaking in the target language. In English with examples in Spanish.
H	Seminar 2	Nell Wright	LAT	Malden High School	Teaching Dactylic Hexameter without Tears	Using lines from Vergil's <u>Aeneid</u> , this session will teach participants to help their students scan dactylic hexameter in poetry. The audience will walk, clap and recite meter and use simple procedures and venture upon the teaching of meter without the usual apprehension. ewright@malden.mec.edu
H	Brookfield	Zachary Jones	SP	zachary-jones.com	Clozeline: Cloze Activities with Popular Music	This session will present cloze activities based on recent, popular songs that can be used to encourage interpretive and interpersonal communication, reflection on cultural

						products and practices, cross-curricular connections and life-long learning. A variety of activities will be presented, some with a grammatical focus (such as ser vs. estar, preterite vs. imperfect, individual tenses), some with a vocabulary focus (such as family, descriptive adjectives) and others with a cultural focus (such as Mexico's Independence). Extensive, ready-to-use handouts will be provided.
				administration@zachary-jones.com http://zachary-jones.com/zambombazo/		
J	Charlton	<i>Rita A. Oleksak Lynne Campbell Mark Pearsall</i>	ALL	Glastonbury Public Schools	The Glastonbury Foreign Language Assessment Initiative: FLAP 2008-2013	This session highlights year three work on a five-year FLAP assessment initiative in the Glastonbury Public Schools. Glastonbury has partnered with ACTFL and institutions of higher learning to establish objectives to develop a national assessment in Arabic, Chinese and Russian that would gauge student progress from elementary through high school in academic language and to develop an electronic portfolio pilot that would help to augment national language assessments in Arabic, Chinese and Russian.
J	Dudley	<i>Jon Aske</i>	SP	Salem State University	Spanish "Friends," "False Friends," and "Acquaintances": Using Cognates to Support Language Learning	Languages connect the world, and the Spanish and English languages are connected to each other by the fact that most of their words derive from Latin, directly or indirectly. Cognates are a very useful tool in teaching Spanish vocabulary, but Spanish cognates can also help students learn English vocabulary, as well as many facts about the history of both languages and their cultures, and about the nature of language change. A handout with examples and resources will be provided. In Spanish.
J	Webster	<i>Ulrike Brisson</i>	GR	Worcester Polytechnic Institute	AATG-MA Chapter Business Meeting	German teachers are invited to come to the Fall Meeting of the AATG Massachusetts Chapter. The session will welcome the new chapter president, vice president, and

		<i>Mark Lauer</i>		Mt. Holyoke College		testing chair. It will include presentations and discussions of past events and plans for future events: a short presentation by Christine Möller-Sahling about the <i>Deutschlehrkräfte-Tag</i> ; a presentation about new scholarships, possible spring workshop; Awards Ceremony, Theaterfest 2012, social get-togethers. In German and English.
J	Seminar 2	<i>Madelyn Gonnerman Torchin</i>	LAT	U-Mass Boston	Connecting Latin Teachers: Classical Association of Massachusetts Fall Meeting	Calling all Latin teachers to come, meet, and connect at the Fall Meeting of CAM! The session will include a business meeting, discussion of CAM's goals for 2011-2012, and announcements of upcoming events. Make this session a priority in your Conference planning. Welcome members and prospective members!
J	Executive 1	<i>Sharon Hellmann</i>	ALL	Henry Barnard School	Click! Using I-Clickers to Increase Engagement and Verify Understanding	I-Clickers, common in college classrooms, are appearing now in elementary, middle, and secondary schools. Through hands-on demonstration, participants will learn how this simple technology can increase student participation, even for pre-literate students and students not yet comfortable speaking the target language. Additionally, teachers will discover how I-Clickers generate both immediate feedback and cumulative data on individual and whole class understanding and progress in the target language. Some very basic information on startup cost and funding ideas will be provided.
J	Board 3	<i>Donna Noblin</i>	SP	John J. Ahern Middle School	Mi libro de Verbos - How To Teach Verbs For Speaking!	VERBS! VERBS! VERBS! YOU CAN'T SPEAK WITHOUT THEM! Participants will learn how to implement, <i>Mi Libro de Verbos</i> , on a daily basis to promote spontaneous and fluent speaking! The presenter will model the verb strategy lessons done in her grade 7 classroom, engaging participants as students. DVD footage of former students speaking spontaneously and fluently as a result of this method will be shown. Samples of completed student Verb Booklets, as well as other authentic student work

						will be displayed and examined, and copies of presenter's materials will be available for immediate use in classrooms! A question/answer session will follow.
J	Board 1	<i>Lisette Soto</i>	SP	Massachusetts Institute of Technology	Using Public Service Projects to Promote Genuine Language Production	This session will demonstrate how you can provide your students with authentic material that will facilitate speaking and writing production through social and cultural awareness. Videos were taken by language students who filmed the development of their social service projects in México and Colombia. The projects themselves represent a unique and complex collaboration between instructor and student. Participants will engage in a number of activities that can be used for working with the videos at different learning levels, and discuss some of the topics embedded in the videos. In Spanish.
J	Southbridge	<i>Abigail Theberge Jennifer Thomas</i>	ALL	Bishop Stang High School	Fusing Information Literacy, Technology, and Culture	It is true that languages connect the world much in much the same way that technology and collaboration do. By collaborating with our peers in an educational setting we are demonstrating to our students the importance of sharing knowledge. The presentation will focus on a series of project ideas that call for collaboration through technology integration and information literacy. The technology used will allow students to display their work digitally allowing them to make global connections. Presenters will demonstrate project examples with detailed explanations and attendees will take home resources to allow them to implement the projects and inspiration to create their own.
J	Heritage Tavern	<i>Andrea Tringali</i>	IT	Everett High School	Yearly Meeting of MITA	This session will be a meeting of MITA for all members to discuss the progress and ideas for the association. In Italian and English.
J	Seminar 1	<i>Denise Wagstaff Catherine Ritz</i>	ALL	Melrose High School Arlington Public	Creating Common Assessments in the Modern Language	The presenters will describe the process of how they created common assessments in their modern language classes at Melrose High School, where French, Spanish,

				Schools	Classroom	<p>Italian and German are offered. This process began during the 2008-2009 school year. Examples of these assessments for Levels 1-5 as well as the rubrics used to grade them will be shared. The benefits of creating these assessments as well as future revisions will be discussed. Creating common assessments is an excellent way to make sure that all teachers are holding their students to similar standards and provides a perfect opportunity for collaboration in departments.</p> <p>dwagstaff@melrose.mec.edu</p>
J	Sturbridge	<p><i>Brian Thompson</i></p> <p><i>Guest Speaker: Olivier Saint-Vincent</i></p>	ALL	President Eastern MA. AATF Chapter Université Populaire de Boston	AATF Annual Meeting	<p>Open to all French teachers, the AATF Annual Meeting will highlight professional development and promotional activities scheduled for the up-coming year. Guest speaker Olivier Saint-Vincent, Founder and President of the Université Populaire de Boston, will discuss how the Université Populaire de Boston can benefit all French teachers and their students. In French.</p>
J	Brimfield	<p><i>Chair: Joy Renjilian-Burgy</i></p> <p><i>Speaker: Koichi Hagimoto</i></p>	SP	Wellesley College, President, AATSP Massachusetts Wellesley College	<p>AATSP</p> <p>Asia en América Latina: conexiones literarias y culturales</p> <p>Asia in Latin America: Literary and Cultural Connections</p>	<p>This session will focus on the multifaceted connections, past and present, between Asia and Latin America. Literary, artistic and cultural influences -particularly of China and Japan - will be described. Following the talk, attendees can meet with members of the AATSP Massachusetts Board of Directors present. In Spanish.</p>